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ABSTRACT

This document highlights the school-to-careers (STC) partnerships connecting workplace experiences to classroom learning to prepare students for successful employment in the automotive industry. First, the current state of the automotive industry is reviewed and the role of STC in addressing automotive service needs is explained. Next, the National Institute for Automotive Service Excellence's skill certification standards for eight specific areas of the automotive industry are discussed. The following programs are profiled: Automotive Youth Educational Systems (AYES) (an automotive industry effort integrating a standards-based high school curriculum with a work-based learning component within car dealerships) and National Employer Leadership Council Employer Participation Model (a resource for employers considering involvement in STC and for education and community organizations seeking ways to reach out to employers). Specific activities and programs were profiled: (1) Red River Motor Company in Bossier City, Louisiana (a program reaching out to students to promote automotive careers); (2) the General Motors Learning Applied Business program in Berkeley, California (a program coupling local car dealerships and high schools to provide career exploration activities); (3) Crown Auto World in Bristow, Oklahoma (a program providing mentors and internships to high school students); and (4) Auto Nation Jeep Chrysler in Longwood, Florida (a program providing a teacher 'externship' in the workplace). Concluding the booklet are strategies for getting involved in STC and a glossary. (MN)

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Best Practices in School-to-Careers

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The Automotive Industry

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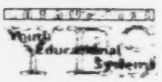

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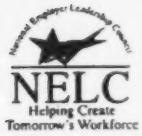

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National Employer Leadership Council

The National Employer Leadership Council is a business membership organization dedicated to expanding and enhancing employer involvement in school-to-careers. The NELC advocates and supports school-to-careers initiatives combining classroom courses with real-life learning to ensure all students meet high standards and, therefore, are prepared for continuing education and the cutting-edge jobs of the 21st Century. NELC members, and the NELC Leadership Board of senior business executives, are committed to sustaining the significant changes in teaching and learning taking place across the country as a result of school-to-careers.

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Automotive Youth Educational Systems (AYES)

Automotive Youth Educational Systems is a partnership among participating automotive manufacturers, dealers, and selected high schools and tech prep schools. The program is designed to encourage young people to consider careers in automotive service, and prepare them for entry-level career positions or advanced studies in automotive technology. Through its partners, AYES strives to enhance the public image of dealerships and dealership careers, build local partnerships between dealerships and high quality schools, and foster positive working environments in dealerships.

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Table of Contents

Introduction 3

The Automotive Industry 4

Certifications 5

School-to-Careers and the Automotive Industry: AYES 6

Implementing School-to-Careers:
The Employer Participation Model 7

I. Working with Students 7

Career Awareness 8

Company Profile: Red River Motor Company,
Bossier City, Louisiana. 9

Career Exploration 9

Company Profile: General Motors
Learning Applied Business
Berkeley, California 10

Career Preparation 11

Company Profile: Crown Auto World,
Bristow, Oklahoma 11

II. Working with Teachers 12

Company Profile: Auto Nation Jeep Chrysler,
Longwood, Florida 12

Third Party Intermediaries 13

Intermediary Profile: Automotive Youth
Educational Systems, Troy, Michigan 14

Next Steps and Resources 15

Glossary of Terms 16

Introduction

This booklet is part of a series that demonstrates the scope and importance of employer involvement in school-to-careers. Each booklet in the series examines employer roles in specific industry sectors. This publication focuses on the importance of partnerships between educators and companies that rely on a skilled workforce for the automotive industry. It is the result of the NELC's partnership with Automotive Youth Educational Systems, a partnership between automotive manufacturers, dealers, and local high schools and tech prep schools aimed at increasing the number and quality of young people entering the automotive service industry.

Across the country, employers from all industries are supporting school-to-careers as one of the critical bridges that prepare students for future education and careers. School-to-careers has brought together employers, educators, students, and community leaders to build a coordinated series of activities that provide students with a clear understanding of the education and career options available to them and the skills, knowledge, and competencies required for success.

While employers share the overall goal of seeing all students improve core academic achievement and preparing them for success in all careers, employers in different industries can play unique roles in enhancing learning for specific students with particular interests and aptitudes. Together, the activities of all employers provide opportunities to connect with all students so they can learn, grow, and ultimately take control of their own educational and career goals.

Best Practices in School-to-Careers: The Automotive Industry highlights the efforts of employers, teachers, and "intermediary" organizations connecting workplace experiences to classroom learning to help young people develop skills for success. While each example recognizes a specific activity or series of activities, together these examples demonstrate the need to create multiple opportunities for young people to learn and grow:

1. **Red River Motors:** Reaching out to students to promote automotive careers.
2. **General Motors, Learning Applied Business:** Students simulating for understanding.
3. **Crown Bristow:** Mentors teaching students by example.

4. **Auto Nation Jeep Chrysler and Marlo Miranda:** Employers working with teachers in the workplace.
5. **Automotive Youth Educational Systems (Intermediary Profile):** Helping students and dealerships link academics and automotive careers.

Automotive Industry

The automotive industry has become increasingly sophisticated over the last two decades. Technological innovation has transitioned cars and trucks from mechanical machines to sophisticated electronic and computer marvels. Today's automobiles feature more electronic components, such as onboard vehicle computers, than were on NASA's Apollo 11 space capsule that put men on the moon. As vehicles become increasingly technically sophisticated, however, so too must the employees who ensure the cars function properly.

Today, designing, manufacturing, selling, and servicing modern cars requires high-level skills, many of which involve working with technology. Design engineers must have a strong grasp of physics, mechanical engineering, and electronics. Technicians on the factory floor must be able to understand technical schematics and troubleshoot problems with the robotics used to assemble vehicles. In addition, auto sales associates and service technicians must understand the technical aspects of the car in order to answer questions from potential buyers and to make repairs when needed.

In the recent past, assembly, sales, and service employees could rely on basic interest in cars and a high school degree or the equivalent to acquire a job. Today, the industry requires considerably higher technical and academic skills. Modern automobile assemblers and service centers utilize electronic equipment such as infrared engine analyzers and computerized diagnostic devices, making technical skills equally as important as knowledge of car components.

Unfortunately, many dealerships and automotive repair shops are experiencing a scarcity of competent automotive technicians, and there is a growing need to replace experienced professionals who retire or enter other fields. For service technicians, dealers have traditionally looked to vocational and technical programs to meet

hiring needs, but are discovering that many programs do not offer up-to-date training in current technology. As a result, employers are not able to hire the well-educated, skilled graduates they desire. In addition, a large proportion of the public does not recognize the benefit of entering jobs that do not require bachelor degrees. Young people who have both the "head skills" and the "hand skills" that would make them excellent technicians are rarely encouraged to consider careers in automotive service technology. So, paradoxically, at a time when the industry is demanding a larger skilled workforce, the supply of students interested in the field is shrinking.

Automotive service careers require the ability to grasp the use of reference information, the interpretation of diagnostic data, the ability to form logical progressions through a repair cycle, and an understanding of how entire systems work. In addition, a strong foundation in reading, writing, communication, problem-solving, and organizational skills, gained via secondary and postsecondary education, is essential. The integration of meaningful education and technical skills, demonstrated through the attainment of industry certifications, produces a strong foundation for an entry-level technician. It is helpful, too, for service managers and salespeople to have the same knowledge base in automotive technology as entry-level technicians, as well as experience with customers and solid communication and negotiation skills.

Certifications

In most careers, there is a need to validate skills and competencies through earning degrees, certifications, or credentials. To address that need in the automotive industry, the National Institute for Automotive Service Excellence (ASE) designed skill certification standards in which technicians can demonstrate competency in eight specific areas including:

A1) Engine Repair
A2) Automatic Transmission/Transaxle
A3) Manual Drivetrain/Axel
A4) Suspension/Steering
A5) Brakes
A6) Electrical/Electronic Systems
A7) Heating/Air Conditioning
A8) Engine Performance

The purpose of the ASE credentials is to improve the quality of automotive training programs by requiring technicians to meet specific standards through skills testing. In order to earn ASE certification, test takers must pass one or more exams, provide proof of two years of relevant work experience, and re-test every five years to maintain their certified status. With ASE certification, technicians can provide proof of technical expertise to employers and customers, giving them a career advantage over those who have not earned ASE certification. The credentials are widely recognized across the industry, from large dealerships to small repair shops.

School-to-Careers and the Automotive Industry: AYES

The undeniable connection—and often disconnect—between education and the workplace has prompted the nationwide development of school-to-careers (STC) activities, which expose students to various career options and the skills required for success in these careers. Through structured STC activities, young people are being prepared with the basic skills needed to succeed in all careers.

Automotive Youth Educational Systems (AYES) is an example of an automotive industry effort that integrates standards-based high school curriculum with a work-based learning component within a car dealership. The goal is to encourage bright students with a good mechanical aptitude to pursue careers in the field of automotive technology and prepare them for entry-level positions or challenging academic options. The AYES process, supported by Audi, BMW, DaimlerChrysler, General Motors, Ford, Honda, Mercedes-Benz, Subaru, Toyota, Volkswagen, Edcor Data Services, Henry Primeaux Family Foundation, National Automobile Dealers Association, National Automotive Technicians Education Foundation, Snap-on, SPX Corporation, Turner Automotive Group, Universal Underwriters Group, and Vetronix Corporation engages high schools, instructors, counselors, local car dealerships, and parents to give students an interdisciplinary introduction to automotive careers.

AYES academic requirements, coordinated with internships, mentors, and instructors, establish a

foundation for high school students that allows them a head start on gaining certification immediately following high school in four of the eight skill areas identified by ASE. Academic classes help prepare students for the tests, and the work-based learning experiences provide students with a head start on the two years work experience required for certification. AYES includes over 200 high schools, ten automotive manufacturers, five automotive supplier companies, and approximately 2,000 local car and truck dealerships.

Implementing STC: The Employer Participation Model

Each contact between students and automotive service employees through the AYES program provides a variety of different activities that can be used to help students develop skills and abilities. A clear framework for employer activity, the National Employer Leadership Council's *Employer Participation Model* (EPM) is a resource for employers considering involvement in STC as well as education and community organizations searching for ways to reach out to employers. This section focuses on EPM activities for working with students and teachers to highlight specific roles for employers.

"Stage"	Career Awareness	Career Exploration	Career Preparation
EPM Activity	Career Talks	Job Shadowing	Internships
	Career Days/Fairs	Job Rotations	Apprenticeship
	Worksite Tours		Mentoring

I. Working with Students

The EPM outlines a continuum of activities in which employers can participate to support student learning. These activities help students: 1) become ***aware*** of a wide range of careers and the skills required for success; 2) ***explore*** different career areas of interest in a way that supports their academic achievement; and 3) ***prepare*** for direct or future entry into multiple career paths.

While not every employer provides every activity, a true STC "system" is one in which all these types of activities exist for students at all levels. In the best of these initiatives, several employers work together to make sure the full spectrum of opportunities is available for students. The diagram on page 7 diagrams the progression of opportunities provided by employers for students.

Automotive Career Awareness

In order to attract young people to automotive careers, the industry must improve the image of automotive occupations. Positive impressions can be developed in the earliest stages of education. Educators and businesses can work together and compile resources to encourage students to explore the breadth of automotive career opportunities. Through these connections, students will begin to understand academic and occupational skill sets, and how they can be developed through school- and work-based activities.

Through career presentations and discussions with students, dealership employees explain the purpose of their job in a classroom environment. For example, the car dealerships that participate in AYES introduce the automotive industry to young adults who are beginning to formulate career goals through many different career preparation activities. Dealership employers host worksite tours that allow students to observe the occupational setting and move beyond discussion to comprehend the interrelatedness of job tasks and the overall work process. In addition, career fair events allow students to inquire about various postsecondary opportunities by talking individually with business and education information officers.

Red River Motor Company
Bossier City, Louisiana

Connecting with the Community

Red River Motor Company, a General Motors dealership in Bossier City, Louisiana, makes extensive efforts to reach out to young people in the community. While automotive occupations can be very rewarding, many students are not aware of the options available within the field, and do not consider these careers when thinking about their future. Red River found its chances of attracting capable students to the field were increased once the company developed strong ties with area high schools. The dealership participates extensively with the local trade school, Caddo Career and Technology Center, to provide students with internship opportunities, and actively promotes the school-to-careers concept to other automotive dealerships and companies. Red River's participation in career days and fairs has helped students understand the variety of jobs available within the automotive industry and develop a more positive perception of these careers.

During discussions with students, dealership employees emphasize the importance of math and science courses, in addition to foundational skills such as attitude, attendance, and communication. Red River also ensures that automotive classes are up-to-date in industry advancements by donating tools and other General Motors materials. Although the company's focus is on attracting students to automotive careers, it also stresses the importance of education to all students. The dealership views a student's school attendance as an early indicator of career performance. By establishing itself as visionaries for youth education, Red River Motor Company hopes that more students will consider careers in the automotive field.

Contact:
Red River Motor Company
221 Traffic Street
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Automotive Career Exploration

While career awareness helps students obtain a broader vision of the automotive industry, career exploration allows students a more in-depth look at actual job tasks. For example, dealerships can invite students into the workplace to job shadow a technician, and a manufacturing facility can move students through a series of assembly line job rotations to illustrate the sophistication of each task. The job host is also responsible for communicating the steps involved in providing a particular service and how it contributes to workplace productivity.

General Motors
Learning Applied Business, Berkeley, California

Teaching Students through Simulation

General Motors, founded in 1908, is the world's largest automotive corporation and full-time vehicle manufacturer, with a global presence in more than 190 countries. In order to maintain a competitive edge, industry depends on an educated workforce to succeed in an increasingly dynamic, technologically complex environment. GM has contributed financially to education and partnered with community organizations and educators to create an array of programs at all levels of student learning, from kindergarten through the post-doctoral level. Together with EdVenture Partners, a Berkeley, California-based college and high school marketing consulting group that creates industry-education partnerships, General Motors initiated General Motors Learning Applied Business (GM LAB). The program is a school-to-careers initiative that couples local dealerships with high school classes to introduce students to occupations within car dealerships through a variety of exploration activities.

Through GM LAB, students interact with employees during one semester to gain service-based experience and an overall view of daily car dealership operations. Students first receive a tour of the dealership and job shadow in new and used car sales departments, as well as service departments, to get a feel for various roles and responsibilities. Dealership employees then visit the class on several different occasions to lecture about individual careers and the importance of foundational skills such as communication, public speaking, team dynamics, and business etiquette. At the end of the program students are divided into dealership departments to participate in a daylong exercise in operating an automotive retail operation. Students set up a mock dealership operation on their high school campus, complete with cars and departments. Dealership employees, other students, parents, community members, and faculty act as potential customers in challenging real-world scenarios. The final project is a recap book in which students evaluate what they have learned over the course of the program and the results of the simulation exercise.

Through GM LAB, high school students learn valuable job skills that they can apply to their future. Dealership employees also benefit through seeing the results of their involvement with students during the simulation. Since 1994, more than 77 high schools have joined together with Buick, Cadillac, Chevrolet, GMC, Oldsmobile Pontiac, and Saturn dealerships to help students relate school to future careers.

Contact:
EdVenture Partners
809 Heinz Avenue
Berkeley, CA 94710
(510) 704-7400
www.edventurepartners.com

Automotive Career Preparation

The most intense set of student engagement activities reinforces academic skill and learning through work-based learning opportunities within the dealership. Through internships, apprenticeships, and other work-based experiences within the dealership, and mentoring from experienced technicians, students are acquainted with career expectations and industry-based standards, such as those developed by the National Institute for Automotive Service Excellence. These experiences nurture automotive career ambitions and allow students to benchmark their own skills to those required in the industry.

Crown Auto World
Bristow, Oklahoma

Realizing the Potential of Youth

When Henry Primeaux, the Dealer Principal at Crown Auto World, first arrived in 1991, management faced a major employment dilemma involving automotive technicians at the Oklahoma dealership. Many of the service employees were unmotivated and were not maintaining skill levels that were current with the technologically evolving industry. Accordingly, productivity and customer service were declining.

In an attempt to improve the staff, the company began using local vocational schools to train new technicians. After realizing the potential of training youth, the dealership began educating entry-level employees by way of school-to-careers partnerships. Through the General Motors pilot program, the forerunner of Automotive Youth Educational Systems (AYES), Crown partnered with area high schools and the Tulsa Technology Center to offer high school students employment and educational opportunities in automotive service technology. At the same time, Crown developed its own employee base.

Today, Crown Auto World provides internships to qualified high school juniors and seniors throughout the school district. Beginning in their junior year, participating students from the AYES program shadow in the dealership and qualified applicants gain paid summer internships. Experienced technicians serve as mentors throughout the experience, a key component of AYES programs. During the senior year the interns take vocational courses at Tulsa Technology Center while working for Crown. Although the dealership does not require that entry-level students pursue postsecondary education, to date every student who has interned at Crown has gone on to complete the automotive program at Oklahoma State University – Okmulgee, accepting permanent employment with Crown thereafter.

Contact:
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901 S. Roland
Hwy. 66 West
Bristow, OK 74010
(918) 367-3423

II. Working with Teachers

Teachers serve as the direct link to student learning, and employers can ensure that they are prepared to support the learning of students participating in career awareness, exploration, and preparation activities. Exposure to and guidance from employers ensures that teachers reinforce in the classroom the skills that students develop through STC. As outlined in the Employer Participation Model, the connection between employers and teachers can occur in two ways:

- **Employers Working Directly with Teachers.** Direct connections between employers and educators are critical to ensuring that teachers fully understand the demands of the workplace and how developing these workplace skills can support academic learning. Employers can work with teachers to develop classroom projects and school-based enterprises that help students make continued connections to the automotive industry. Short- and long-term teacher externships allow teachers to spend time at a workplace to see first-hand the demands of the industry and how to apply those lessons to the classroom.

Auto Nation Jeep Chrysler and Marlo Miranda

The Teacher as the Student

Bob Thomas' Auto Nation Jeep Chrysler partnered with Marlo Miranda, an automotive instructor at Lyman High School in Longwood, Florida. After hiring several of his students as interns through the Automotive Youth Educational Systems (AYES) program, Miranda was hired to work summers at the dealership.

Miranda views his externship as an opportunity to become reacquainted with these new technologies and practices, as well as update his curriculum so his students are well prepared for the workplace after graduation. Auto Nation benefits through the arrangement not only by having an experienced instructor work as Service Advisor and Shop Coordinator, but also because when the instructor fully understands the day-to-day operations of the automotive service shop, he will be able to better prepare his students, Auto Nation's future employees.

Contact:
Marlo Miranda
Automotive Instructor
Lyman High School
865 South CR 427
Longwood, FL 32750

- **Employers Supporting the Work of Teachers.** Employers have important roles to play in providing resources to help teachers use workplace experiences to promote student achievement. Employers can work with teachers to develop curriculum and instructional materials that directly help students build workplace and foundational skills. Equally important is integrating industry skill standards into academic standards to promote student academic achievement through contextual, work-based experiences.

"Third Party" Intermediaries

Employer involvement is often facilitated by an "intermediary" organization. Intermediaries serve as third-party "brokers" who ensure that partnerships between employers and educators meet their intended goals and maintain quality. They convene the key partners to determine what types of programs and policies are needed to meet the goals of both industry and education. Once this set of programs and policies is outlined, they provide direct services to employers, educators, and young people to ensure that the needs and expectations of all are being met and that additional partners are recruited and engaged in the emerging system.

There are many intermediaries across the country working closely with automotive employers, and school-to-careers and vocational partnerships have established committees or other structures to focus specifically on automotive skills and meet the needs of employers, students, and teachers.

Automotive Youth Educational Systems
Troy, Michigan

Addressing an Automotive Industry Need

Automotive Youth Educational Systems is a partnership among participating automotive manufacturers, dealers, and selected high schools and tech prep schools. The program is designed to encourage young people to consider careers in automotive service, and prepare them for entry-level career positions or advanced studies in automotive technology. Through its partners, AYES strives to enhance the public image of dealerships and dealership careers, build local partnerships between dealerships and high quality schools, and foster positive working environments in dealerships.

The high schools and tech prep schools selected for AYES must have both ASE-certified automotive programs and active chapters of SkillsUSA-VICA, a national organization serving students and professionals involved in technical, skilled, or service operations. In addition to promoting automotive careers at the local level, participating dealerships are asked to get involved with their school's Business & Education Council, sponsor one or more students for paid internships, and underwrite the cost of AYES Tool Scholarships for their interns.

The AYES student agreement requires them to take core academic courses toward their high school degree and also take challenging classroom/laboratory courses in basic automotive technology or collision repair and refinish. Eligible students typically begin their internship at a dealership on a full-time basis during the summer between their junior and senior years under the guidance of an assigned mentor. Upon high school graduation and AYES certification, participating students are prepared to begin full-time entry-level employment or advance their technical education.

In the future, AYES hopes to expand the scope of career opportunities within dealerships. In the meantime the program will continue to address needs in the automotive industry and help students realize the importance of education as well as continuing professional development.

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2701 Troy Center Drive, Suite 450
Troy, Michigan 48084
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www.ayes.org

Next Steps

Greater numbers of employers are participating in STC to help young people realize the possibilities that automotive careers hold and the skills integral to success. To get involved:

- **Find out what is happening around school-to-careers in your state and community.** Every state has a STC director and office, and most communities house local STC partnerships. Contacting these individuals and organizations to express your interest in STC will help them connect you and create opportunities to work with teachers and students.

  For more information, contact:
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  400 Virginia Avenue, SW, Suite 210
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  (800) 251-7236; Fax: (202) 488-7395
  E-mail: stw-lc@ed.gov
  Web site: www.stw.ed.gov

- **Connect with Automotive Youth Educational Systems.** Automotive YES can help you connect with AYES activities in your state, or help you set up your own.

  For more information, contact:
  Automotive Youth Educational Systems
  2701 Troy Center Drive, Suite 450
  Troy, Michigan 48084
  Telephone: (248) 273-1200
  Toll-Free: (888) 664-0044
  Email: mbeattie@autoyes.com
  Website: www.ayes.org

- **Join the National Employer Leadership Council.** NELC members receive frequent updates and resources on employer involvement in STC, and become a part of a network of hundreds of employers who are working together to build STC opportunities for all.

  For more information, contact:
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  Web site: www.nelc.org

Glossary of Terms

The following terms, used throughout this publication, come from the NELC's *Employer Participation Model*, a guide designed to help employers structure their involvement in school-to-careers. For additional information or to receive copies of the EPM, please visit the NELC website (www.nelc.org) or contact the NELC directly.

Career Awareness

- *Career Talks:* Employers and employees visit students in the classroom and explain the work in their industry or company.
- *Career Days/Career Fairs:* Special events are typically held to allow students to meet with postsecondary educators, employers and employees, or human resource professionals to learn about education and work opportunities. Career day activities are designed to help students think about their interest and abilities in relation to potential careers.
- *Worksite Tours:* Students visit the worksite, talk with employees, and observe the workplace activities.

Career Exploration

- *Job Shadowing:* A student follows an employee at a company location to learn about a particular occupation or industry. Job shadowing can help students explore a range of career objectives and select a career major for the latter part of high school.
- *Job Rotations:* At a worksite, students transfer among a number of positions and tasks that require different skills and responsibilities in order to understand the steps that go into creating a product and/or service, how their own effort affects the quality and efficiency of production and customer service, and how each part of the organization contributes to productivity.

Career Preparation

- *Internships:* Students work for an employer for a specified period of time to learn about a particular industry or occupation. Students' workplace activities may include special summer projects, a sample of tasks from different jobs, or tasks from a single occupation. These may or may not include financial compensation.
- *Apprenticeship*
  - > *Youth Apprenticeship:* A multi-year program that combines school-and work-based learning in a specific occupational area or occupational cluster and is designed to lead directly into either a related postsecondary program, entry-level job, or registered apprenticeship program. Youth Apprenticeships may or may not include financial compensation.
  - > *Apprenticeship (Registered):* Registered apprenticeship programs meet specific federally-approved standards designed to safeguard the welfare of apprentices. The programs are registered with the Bureau of Apprenticeship and Training (BAT), U.S. Department of Labor, or one of the State Apprenticeship Agencies of Councils approved by BAT. Apprenticeships are relationships between an employer and employee during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employee associations.
  - > *Mentoring:* Employee(s) who possess the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with teachers or youth organizations and the employer of the student.

Building on the NELC Agenda

The National Employer Leadership Council is a business membership organization dedicated to expanding and enhancing employer involvement in school-to-careers. The NELC advocates and supports school-to-careers initiatives combining classroom courses with real-life learning to ensure all students meet high standards and, therefore, are prepared for continuing education and the cutting-edge jobs of the 21st Century. NELC members, and the NELC Leadership Board of senior business executives, are committed to sustaining the significant changes in teaching and learning taking place across the country as a result of school-to-careers.

The NELC recognizes that as the knowledge economy continues to experience rapid change in the nature of work and the type of jobs available, an increasing number of employers, educators, and community organizations are striving for a seamless education system that equips individuals with knowledge that can be upgraded continuously. These systems will be based on defining and articulating strategies for building "knowledge networks" that help align education and training activities directly with employer demand.

The development of these systems requires an understanding of how skill needs link to skill development. The employer community and, as a result, the NELC, is advocating for national, state, and local education and training systems built on four common principles:

- A clear process for determining and understanding **employer demand.** This includes regular and ongoing information on the foundational ("soft") and academic skills required of all workers, as well as the occupation- and industry-specific skills required in a variety of jobs.
- Methods to set **benchmarks and standards for competency based directly on this employer demand.** Critical to this principle is ensuring that programs measure what individuals can do in order to ensure that employer needs will be met.
- **Certification and credentialing** of these skills and abilities that are valued and used by employers in the hiring, re-training, and education investment processes.
- Supporting **curriculum and programs designed to build these competencies and leading to these certificates and credentials.**

To find out more, contact: **National Employer Leadership Council,** c/o National Alliance of Business, 1201 New York Avenue, NW, Suite 700, Washington, DC 20005, Phone: (800) 360-NELC, E-mail: nelc@nelc.org, Website: www.nelc.org

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